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ABSTRACT

In the course of developing a master plan for the arts at its Metropolitan Campus, Cuyahoga Community College conducted a nation-wide survey of 40 urban community colleges to assess the status of arts instruction and curricula. A 25-item questionnaire solicited information on: (1) the college environment (urban or suburban); (2) total enrollment; (3) degree and certificate programs offered in the arts; (4) the art subjects offered; (5) the stability of the arts curricula over the past seven years; (6) the number, academic background, and effectiveness of arts faculty; (7) the percentage of arts students in transfer and vocational programs; (8) the preparation of students for arts courses; (9) whether the colleges had master plans for the arts; (10) the use of performance objectives in arts courses; (11) the percentage of arts students transferring to four-year institutions and the proportion of credits accepted for transfer at state universities; (12) the availability of developmental arts programs for non-traditional students; (13) the participation of arts faculty at professional conferences; (14) faculty complaints about students; and (15) opinions concerning the most important problems facing the arts at community colleges. The study report presents findings based on responses from 30 campuses on an item-by-item basis and discusses the implications of these findings for Cuyahoga. The questionnaire is appended. (JP)

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Cuyahoga Community College

NATIONAL COMMUNITY COLLEGE URBAN ARTS SURVEY BASED ON THE CUYAHOGA COMMUNITY COLLEGE METROPOLITAN CAMPUS URBAN ARTS SURVEY

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Prepared By:
Reginald T. Buckner, Ph.D.
Special Assistant to the President
for Performing Arts

2900 Community College Avenue
Cleveland, Ohio 44115
September, 1979

JC 810 072

CUYAHOGA COMMUNITY COLLEGE

NATIONAL COMMUNITY COLLEGE
URBAN ARTS SURVEY REPORT

Prepared by:

Reginald T. Buckner, Ph.D.
Special Assistant to the Metropolitan Campus President
for Performing Arts

September, 1979

CHANCELLOR'S MESSAGE

Community Colleges throughout the nation have long recognized that in addition to transfer education, career education and community services, community-based arts stand out as one of the obligations which these institutions have "in the community." The community college mission to assist individuals in communities to realize their full potential and to assist them in the development of more humane and vibrant communities demands a focused attention on cultural appreciation and the arts. This obligation of all higher education requires unique consideration in the nations' two year community colleges.

Cuyahoga Community College (located in Cuyahoga County, Ohio, with Cleveland the major city) has consistently recognized its role and responsibilities in the humanities and arts area. Consistent with the increased attention community colleges are receiving at the National and State level through their participation in the program of the National Endowment for the Arts and the National Endowment for the Humanities, CCC has sought to expand its programming and support in the area of arts and humanities. This focus is important for maintaining a balanced commitment to preparing individuals for <u>making</u> a living and preparing them for <u>living</u>. Recent programs initiated by organized labor related to arts and cultural appreciation validates even further the soundness of the commitment of community colleges to this important area of education.

As CCC enters the Decade of the 80s it has sought to address the questions related to changing mission and community responsibility. In the area of the arts this has meant the need to systematically reassess institutional commitments in the "Artist in Residence" program, involvement in local community arts programming including Playhouse Square, Karamu House, Cleveland Music Settlement House, the New Gallery and the myriad of other local community-based arts organizations which require broad citizen and community support. Most important in the activities undertaken in the past by CCC has been its collaborative support and commitment to the Cleveland Civic Orchestra. The use of the College's performing arts facilities on each of the three campuses represents, in itself, a significant challenge which must be met as plans for the 80s are addressed.

Dr. Reginald Buckner, 1978-79 coordinator for CCC's Artist in Residence program, was asked to perform a number of administrative and staff duties in addition to the superb performances which he organized and carried out--orchestrated if you will. This survey was one of the results of these "other duties" performed by the Artist in Residence. I wish to thank, again, each of the institutions that responded to our request for information.

Cuyahoga Community College, like all of the two year community/technical/vocational colleges throughout the nation, must give increased attention in the decade ahead to community related arts programming. The challenge to CCC will be to take the results of this survey and translate them into meaningful programs which will insure citizens of this college district the broadest possible options for personal and community development through a systematic program of arts and culture. Our hope is that other two year colleges will share this hope for the future.

Nolen M. Ellison
District Chancellor
Cuyahoga Community College

Cuyahoga Community College

Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
216/241-5966

Office of the Campus President

September 1, 1979

Dear Colleagues:

I am happy to present to you the Cuyahoga Community College National Community College Urban Arts Report. It represents a study of existing conditions of the arts in the urban setting on 30 community college campuses throughout the nation. The report not only presents the national findings from community college data but also, presents the Cuyahoga Community College Metropolitan Campus response.

I would like to thank you and your institution for participating in our project. The report represents a beginning in the struggle to place the arts in its rightful place in both academia and society. If we can be of help to you in the future, please do not hesitate to contact us. Again, thank you very, very much for your contribution.

Sincerely,

Reginald T. Buckner, Ph.D.
Special Assistant to the President
for Performing Arts

Cuyahoga Community College is an Affirmative Action/Equal Opportunity Employer

September 1, 1979

William B. Fischer, Ed.D.
President
Metropolitan Campus
Cuyahoga Community College

Dear Dr. Fischer:

The National Community College Urban Arts Survey Report is presented to you for your consideration. It represents a study of the existing conditions of the arts, in the urban setting, at 30 community college campuses throughout the nation. The report also presents a comparison of conditions as it juxtaposes the national results with the Cuyahoga Community College, Metropolitan Performing Arts response to the questionnaire.

The report represents a beginning and should be used closely with the Metropolitan Campus Performing Arts Report in future planning. Together, adequate data on both the local and national scene, as it relates to the arts, in the urban setting and on the community college level, puts Cuyahoga Community College in an excellent position for educational leadership. These reports present substantial data and should be used as the foundation for requesting grant money. To improve conditions through a funded project, on the caliber of the AIDP, would help the college to develop its desired comprehensive Metropolitan Campus performing arts program, which would have broad appeal to Cleveland residents, complement the City's plan to highlight the arts and have strong educational appeal to students with emerging interests in related subject areas.

I hope that once you have completed a review of this document that further planning will begin on the Metropolitan Campus, that will result in the placement of it at the forefront of the nations's community colleges in the field of Performing Arts.

Sincerely,

Reginald T. Buckner

Reginald T. Buckner, Ph.D.
Special Assistant to the President
for Performing Arts

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INTRODUCTION

INTRODUCTION

Throughout this nation's history, the arts have been forced to play the role of "puppet" in American society. Moving either to the pull, or the release, of the economic strings, the arts have prospered when the country prospered; or during economic stress, the arts suffered accordingly.

Key persons have kept the arts alive in American society. Patrons and other supporters of the arts have played an important role for many years. However, an attitude that has stifled growth and development has kept the arts community depending on others for their welfare and, therefore, under control. The general attitude is that art is the "frosting on the cake". With a nation that permits this kind of philosophical position to exist, and with some apathy in the arts community itself, it is understandable that the state of the arts is no better than it is.

Art is the cake. And within the last fifteen years, there has been a cadre of artists within the arts community who believe this and are taking action. They take the position that only art can give life significance. They place art in a better position; in art there is strength. Every person needs art in his/her life; every person needs an aesthetic experience; every person needs this phenomenon in his/her daily life as much as the material things and the basic needs. Art is a basic need.

The National Endowment for the Arts and the National Endowment for the Humanities were founded in 1965. Since this time, state and local groups have come together. Examples are the Ohio State Arts Council, in 1965, and the Cleveland Area Arts Council in 1972. Organizations such as these take a more active part in spearheading the destiny of the arts. Under this philosophical stance, the arts play a more vital role in society. The work entailed consists of more than learning new musical repertoire, painting a new picture, writing a new play, learning new lines or dance routines. The business of the professional artist becomes administrating, marketing, evaluating, and educating.

This project is an attempt to actively participate as an artist in a world outside the "studio", "or practice room". In order for more positive experiences to be encountered by the artist, it is necessary for the artist to take more responsibility in his/her life outside the restricted areas mentioned. People from all walks of life must know what the arts can offer society.

In an effort to develop and implement a bona fide arts program on the community college level, it was important to Cuyahoga Community College to find out the state of the arts on similar campuses. A study of Metropolitan's needs, together with national documentation can serve as a foundation for future Master Planning of the Arts on Metropolitan Campus of Cuyahoga Community College.

BACKGROUND: METROPOLITAN CAMPUS AND THE PERFORMING ARTS

BACKGOUND: METROPOLITAN CAMPUS AND THE PERFORMING ARTS

Cuyahoga Community College was chartered by the State of Ohio on December 5, 1962. In 1963, the institution started as a single Metropolitan Campus with two additional campuses, Western and Eastern, opening later in 1966 and 1971. Metropolitan Campus is located in the downtown area of Cleveland, Ohio, at the dividing line between the main business district and the lowest income, inner-city area. Those who live within the limits of the City of Cleveland along with those who commute daily into the City for work, constitute the current and anticipated sources of students for the Metropolitan Campus.

The dedication to the concept that the individual talent and fibre of America's citizenry constitute the nation's most valuable resource is exemplified in Cuyahoga Community College's Mission Statement that was developed in 1965 by its faculty, staff, students, Trustees and community representatives. It reads:

> Cuyahoga Community College is a public, open-door, two-year community based college accessible with a minimum of barriers to all. Its mission is to provide low-cost, quality, lifelong educational opportunities and to assume leadership in a metropolitan mult-racial setting for meeting the changing needs and improving the quality of life for the individual and the community.

The Arts, on Metropolitan Campus, have been a part of Cuyahoga Community College, since its inception. Under the academic title "Performing Arts", are four areas: art, dance, music and theatre arts. These subject areas in every academic phase prospered as the total community college movement prospered during the sixties. New facilities were built, faculty increased, courses were added and the enrollment increased.

However, as the declines became a reality to the College, the same experiences hit the arts. The areas of the College that dealt with the sciences, allied health, developmental education, all sought new ways to combat the problems pervading Metropolitan Campus.

Metropolitan Campus was not without concern for the arts. Chancellor Nolen M. Ellison and Dr. W. J. Burns, the Interim President in 1977-78, identified the fact that the Campus was without a central Performing Arts theme. Dr. Burns proposed a strong Performing Arts program theme to

be a central feature in the long range Metropolitan Campus educational plan. The program theme was selected because: 1) it appeals to Cleveland residents, 2) it complements the City of Cleveland's civic plan to highlight the arts and Playhouse Square, and, 3) the performing arts vehicle has strong educational appeal to students who are seeking ways to express their competence in new areas such as career-technical fields or the two-year parallel programs.

In order to develop this theme, Dr. Burns stated the Campus needed a first-rate professional to develop the plan and resources to underwrite the costs of expanding the quantity and quality of what should be available to the students and the immediate community.

The Special Assistant to the President for Performing Arts was created to:

> Develop and begin implementation of a comprehensive performing arts program for Metropolitan Campus which would have broad appeal to Cleveland residents, complement the City's plan to highlight the arts, and have strong educational appeal to students with emerging interest in related subject areas.

<u>The number one responsibility in the list of ten stipulated that a performing arts program plan would be developed describing the methods to be used in strengthening all instructional and performing arts programs in the Campus and also, describing the types of close association which would be created with other organizations in the community</u>.

A performing arts program plan needs vital data in order to forecast as accurately as possible with developed central concepts and time horizons and also to build scenarios that have key objectives, key result areas, specific objections, performance standards, programs, schedules and budgets. This information must be readily available when the time of actual planning begins. The plan must then have buttressed at every important category, sub-category, step and at each phase substantial and convincing data to support any idea and every request. <u>The arts must take the first step</u>. An initial step in this direction of establishing sound, logical and well-thought-out plans of "master plan quality" helps the arts to ensure a better place in academia and also in society.

PROCEDURE

PROCEDURE

A six-page questionnaire (see Appendix II) was constructed in early December, 1978. Questions were formulated after extensive interviews with several administrators and all faculty were conducted and after reading community college literature, such as the campus catalogs 1963-79, other campus catalogs, books, journals and pamphlets.

Forty community colleges were identified. The six-page questionnaire and a cover letter (Appendix I) to the president of the college, were mailed on December 26, 1978. They were informed that the new Special Assistant to the President for Performing Arts responsiblilty was to develop an arts program with other organizations in the community, and in order to develop this plan, one strategy was to document the state of the arts on urban community college campuses.

The presidents of the 40 selected community colleges were encouraged to forward the cover letter and questionnaire to the person most able to respond. They were promised that once the surveys were returned and tabulated, a copy of the results would be sent to their campus.

A second letter was sent to institutions that had not returned the questionnaire. It was discovered that several colleges did not receive the first questionnaire. In addition, a third letter was mailed on April 30, to the institutions who had not yet returned their questionnaire. The survey was closed on May 11, 1979.

DESIGN

The basic project design was to structure a questionnaire to obtain data regarding the state of the immediate past and present arts situation on 40 urban community college campuses. The questionnaire would inquire into the areas of enrollment, curriculum, faculty, and students. The data would be organized and later presented in a report to see if there were trends, positive or negative, on a national scale and to juxtapose these results to Metropolitan's response to the questionnaire.

TABLE 1

COMMUNITY COLLEGE PARTICIPANTS IN THE URBAN ARTS SURVEY

NAME	CITY-STATE	FOUNDED	ENROLLMENT
Atlanta Junior College	Atlanta, Georgia	1974	1,684
Baltimore, Community College	Baltimore, Maryland	1947	9,451
Brookhaven College	Dallas, Texas	--	--
Bunker Hill Community College	Charlestown, Mass.	1972	--
Cedar Valley College	Dallas, Texas	1974	1,259
Chicago, City Colleges of (Loop)	Chicago, Illinois	1962	12,591
Chicago, City Colleges of (Kennedy)	Chicago, Illinois	1934	9,463
Chicago, City Colleges of (Wright)	Chicago, Illinois	1934	7,550
Chicago, City Colleges of	Chicago, Illinois	—	--
Compton Community College	Compton, California	1927	6,652
Des Moines Area Community College	Des Moines, Iowa	1966	4,844
Eastfield College	Dallas, Texas	1970	7,835
Essex County College	Newark, New York	1966	6,357
Miami-Dade New World Comm. College	Miami, Florida	—	--
Miami-Dade North Comm. College	Miami, Florida	--	--
Miami-Dade South Comm. College	Miami, Florida	1959	--
Mountain View Community College	Dallas, Texas	1970	6,510
New York City Community College	New York, New York	1946	13,551
North Valley College	Dallas, Texas	1965	2,841
Olive-Harvey College	Chicago, Illinois	1970	4,964
Onondago Community College	Syracuse, New York	1962	6,211
Penn Valley Community College	Kansas City, Missouri	1915	6,694
Philadelphia, Community College of	Philadelphia, Penn.	1965	10,824
Richland College	Dallas, Texas	1972	11,198
Roxbury Community College	Roxbury, Mass.	1972	635
Seattle Central Community College	Seattle, Washington	1966	8,129
Seattle North Community College	Seattle, Washington	—	--
Seattle South Community College	Seattle, Washington	1969	5,800
Sinclair Community College	Dayton, Ohio	1887	12,634
Tarrant County Community College	Fort Worth, Texas	1965	8,085

TABLE 2

CLASSIFICATION OF PARTICIPATING COMMUNITY COLLEGES

CLASSIFICATION	FREQUENCY	PERCENTAGE
URBAN	24	80%
SUBURBAN	6	20%
OTHER	0	0%

Cuyahoga Community College Metropolitan: Urban

The question regarding total institution and arts enrollment was raised. The response varied: Some presented accurate figures from their department in charge, others rounded off their figures and some left this section completely blank. For this report, this data will not be presented.

The survey wanted to know from which areas of the city most of the students who took art courses came from. Table 3 presents these figures:

TABLE 3

STUDENT DEMOGRAPHIC TRENDS

AREA OF CITY	RESPONSE		FREQUENCY		PERCENTAGE	
	URBAN		SUBURBAN		TOTAL	
	NO.	%	NO.	%	NO.	%
INNER CITY	15	63%	0	0%	15	50%
OUTER FRINGES OF CITY	5	21%	0	0%	5	17%
Suburbs	1	4%	6	100%	7	23%
Other	3	12%	0	0%	3	10%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan: Inner City

The colleges were then asked to respond to the instructional units that were included in their curriculum. Table 4 presents the units and the number of frequencies the units appeared:

TABLE 4
COMMUNITY COLLEGE INSTRUCTIONAL UNITS IN THE ARTS

UNITS IN THE ARTS	FREQUENCY
ART	25
MUSIC	23
THEATRE	19
DANCE	6
HUMANITIES	3
GRAPHIC ARTS	3
PHOTOGRAPHY	2
CINEMA	1
COMMERCIAL ART	1

Cuyahoga Community College Metropolitan
Response: Art, Dance, Music, Theatre

Table 5 presents the statistics on community colleges that offer an associate degree in the arts.

TABLE 5

COMMUNITY COLLEGES OFFERING ASSOCIATE DEGREE IN THE ARTS

QUESTION: Does your community college offer an associate degree in the arts?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	16	67%	5	83%	21	70%
NO	7	29%	1	17%	8	27%
NO RESPONSE	1	4%	0	0%	1	3%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Response: NO

Table 6 presents responses to the question regarding curriculum and if it was geared mainly for students who sought to further their study in the arts at four-year institutions.

TABLE 6

CERTIFICATION PROGRAMS IN THE ARTS

QUESTION: Have any of your instructional units in the arts developed certification programs?	RESPONSES URBAN NO.	%	FREQUENCY SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	5	21%	1	17%	6	20%
NO	17	71%	5	83%	22	73%
NO RESPONSE	2	8%	0	0%	2	7%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: NO

The colleges that had developed certification programs stated they were in the following subject areas; music, art, drama, commercial art, and piano tuning.

Table 7 presents information on the arts curriculum descriptions as they appear in the annual college catalogs.

TABLE 7

ARTS CURRICULUM: IN COLLEGE CATALOG

State of the Curriculum

The arts curriculum as described in the annual college catalog during the last seven years:	RESPONSE URBAN NO.	%	FREQUENCY SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
Has Remained the Same	4	17%	1	17%	5	17%
Has Made Few Changes	17	70%	4	66%	21	70%
Has Made Many Changes	3	13%	0	0%	3	10%
No Response	0	0%	1	17%	1	3%
Total	24	100%	6	100%	30	100%

Cuyahoga Community College Response: Has Made Few Changes

Table 8 presents responses to the question regarding curriculum and if it was geared mainly for students who sought to further their study in the arts at four-year institutions.

TABLE 8

ARTS CURRICULUM: FOR FOUR-YEAR INSTITUTIONS

QUESTION: Is your curriculum geared mainly for the students who will further their arts study at a four-year institutions?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	14	58%	5	83%	19	63%
NO	9	38%	1	17%	10	34%
NO RESPONSE	1	4%	0	0%	1	3%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: YES

Table 9 presents information on whether community college credits were accepted by other state institutions.

TABLE 9

COLLEGE CREDIT ACCEPTANCE BY STATE INSTITUTIONS

QUESTION: How are your credits accepted by your state institutions?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
All Credits Are Accepted	13	54%	1	17%	14	47%
Most Credits Are Accepted	9	38%	5	83%	14	47%
Half of the Credits are Accepted	0	0%	0	0%	0	0%
Courses Must Be Approved by Coordinating Board	0	0%	0	0%	0	0%
No Response	2	8%	0	0%	2	6%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: NO RESPONSE

The questionnaire sought to identify the main problems where arts curriculum presented difficulties to students. Those that were identified were:

1. lack of background
2. low reading and writing skills; many students are unable to read and write at the college level
3. students needing additional training are placed in introductory courses
4. little high school experience; inadequate preparation in high school
5. lack of perceived relevance
6. reading deficiency, self-motivation, solid study techniques, discipline
7. lack of student commitment

Cuyahoga Community College's Metropolitan Response was that "students have very little or no background in the arts."

Table 10 presents the response to the degrees of full-time faculty.

TABLE 10

DEGREES HELD BY FULL-TIME ARTS FACULTY

SUBJECT AREAS	BACHELORS	MASTERS	DOCTORATE
ART	18	70	6
DANCE	1	3	0
MUSIC	10	64	16
THEATRE	3	18	4
PHOTOGRAPHY	0	0	0
ART/PHOTOGRAPHY	0	1	0
SPEECH THEATRE	1	2	2
PHILOSOPHY	0	2	1
HUMANITIES	1	0	0
FINE ARTS	4	4	0
SPEECH	1	1	1
TOTAL	39 (17%)	165 (71%)	30 (12%)
Cuyahoga Community College Response:			
ART	0	4	0
MUSIC	0	2	0
THEATRE ARTS	0	1	0
TOTAL	0	7 (100%)	0

Table 11 reveals opinions made by the respondants regarding faculty effectiveness in teaching students enrolled in classes in the arts.

TABLE 11

FACULTY EFFECTIVENESS

QUESTION: How would you describe the faculty effectiveness in teaching students enrolled in your arts courses?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
OUTSTANDING	3	13%	3	50%	6	20%
VERY GOOD	17	70%	3	50%	20	67%
GOOD	3	13%	0	0%	3	10%
POOR	0	0%	0	0%	0	0%
VERY POOR	0	0%	0	0%	0	0%
NO RESPONSE	1	4%	0	0%	1	3%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: GOOD

Table 12 presents the figures on community colleges that had written master plans for the arts.

TABLE 12

COMMUNITY COLLEGES WITH WRITTEN MASTER PLANS FOR THE ARTS

QUESTION: Has your arts instructional unit written a master plan?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	5	20%	1	17%	6	20%
NO	18	75%	5	83%	23	77%
NO RESPONSE	1	5%	0	0%	1	3%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: YES (Long Range Plan in the Budget Process 5 Years)

Of the six community colleges that had produced written master plans, five had a five-year plan and one had a three-year plan.

Table 13 presents figures on community colleges regarding the arts instructional units with written performance objectives that described student outcomes for each course.

TABLE 13

COMMUNITY COLLEGES WITH WRITTEN PERFORMANCE OBJECTIVES IN THE ARTS

QUESTION: Have your arts instructional units written performance objectives describing student outcomes for each course?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	15	63%	4	67%	19	63%
NO	7	29%	2	33%	9	30%
NO RESPONSE	2	8%	0	0%	2	7%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: YES

Table 14 presents descriptions of entering freshmen in arts courses.

TABLE 14

ENTERING FRESHMAN PREPARATION IN THE ARTS

QUESTION: How would you best describe your entering freshman student in your arts courses?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
VERY WELL PREPARED	0	0%	0	0%	0	0%
ADEQUATELY PREPARED	4	17%	1	17%	5	17%
SOME DEFICIENCIES	14	58%	5	83%	19	63%
SERIOUS DEFICIENCIES	4	17%	0	0%	4	13%
OTHER*	2	8%	0	0%	2	7%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: SERIOUS DEFICIENCIES (Most have no previous training in music, art, or theatre)
*Both responses indicated that entering freshman varied extremely.

Table 15 presents descriptions of sophomore students.

TABLE 15

SOPHOMORE MATURITY IN THE ARTS

QUESTION: How would you best describe your sophomore students?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
SAME AS ABOVE #14	4	17%	0	0%	4	13%
MATURE SLIGHTLY	12	50%	2	33%	14	47%
MATURE GREATLY	5	20%	3	50%	8	27%
NO RESPONSE	3	13%	1	17%	4	13%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: MATURE SLIGHTLY

Table 16 presents community colleges with instructional units which have collaborated with the community in non-credit courses.

TABLE 16

COMMUNITY COLLEGE NON-CREDIT COURSES IN THE ARTS WITH COMMUNITY AGENCIES

QUESTION: Have your arts instructional units ever collaborated with community agencies in:	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
I. NON-CREDIT COUPSES						
A. YES	8	33%	4	66%	12	40%
B. NO	13	54%	1	17%	14	47%
C. NO RESPONSE	3	13%	1	17%	4	13%
TOTAL	24	100%	6	100%	30	100%
II. CREDIT COURSES						
A. YES	10	42%	2	33 1/3	12	40%
B. NO	11	46%	2	33 1/3	13	43%
C. NO RESPONSE	3	12%	2	33 1/3	5	17%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: I. NON-CREDIT - NO; CREDIT COURSES - NO

Non-credit courses on urban community college campuses that were listed on the questionnaires were;

1. Music for Early Childhood
2. Arts and Crafts workshops
3. Photography
4. Piano
5. Ceramics
6. Jewelry
7. Silkscreen
8. Bands (Performing)
9. Painting
10. Sculpture
11. Art Appreciation
12. Arabic Dance
13. Modern Ballet Beginners
14. Pottery
15. General
16. Oil Painting Studio
17. Acrylic Painting
18. Hawaiian Dance
19. Tap Dancing
20. Needlepoint and Crewel
21. Macrame
22. Decoupage
23. Drawing and Sketch
24. Disco Dancing
25. Life Drawing
26. Children's Summer Theatre

Cuyahoga Community College Metropolitan did not respond to this question. Names or types of community agencies that the community Colleges had worked with in both credit and non-credit courses were:

1. Community Action Groups
2. Schools
3. Senior Citizen groups, Homes for Older Americans, or Centers for the Elderly
4. Town Recreation Departments
5. Theatre Groups
6. Area Museums and Art Galleries
7. Community Civic Orchestras
8. Continuing Education Division of College
9. Community Centers
10. High Rises
11. Private Business
12. Art Centers
13. Communtiy Services
14. Churches
15. Mayor's Office
16. Recreation Centers
17. Federal Employees
18. County Council of Arts and Services

Table 17 presents community college estimates of arts students who enroll in four-year institutions.

TABLE 17

ARTS STUDENTS WHO ENROLL IN FOUR-YEAR INSTITUTIONS

QUESTION: What percentage of your arts students go on to a four-year institution?	RESPONSE FREQUENCY PERCENTAGE URBAN NO.	%	SUBURBAN NO.	%	TOTAL NO.	%
0 10%	5	21%	0	0%	5	17%
10 20%	1	4%	0	0%	1	3%
20 30%	1	4%	2	33%	3	10%
30 40%	3	13%	0	0%	3	10%
40 50%	5	21%	0	0%	5	17%
50 60%	0	0%	1	17%	1	5%
over 60%	1	4%	0	0%	1	3%
NO RESPONSE	8	33%	3	50%	11	37%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: Less than 10% (students use courses to fulfill humanities requirements).

Table 18 presents community colleges with career/occupational arts programs.

TABLE 18

COMMUNITY COLLEGES WITH CAREER/OCCUPATIONAL ARTS PROGRAMS

QUESTION: Do you have a career/occupational arts program?	RESPONSE FREQUENCY PERCENTAGE URBAN NO.	%	SUBURBAN NO.	%	TOTAL NO.	%
YES	11	46%	3	50%	14	47%
NO	13	54%	3	50%	16	53%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: NO

Table 19 presents the community colleges and their percentage of arts students in career/occupational programs.

TABLE 19 A & B

PERCENTAGE OF ARTS STUDENTS IN CAREER/OCCUPATIONAL PROGRAMS

(Table 19 A)	(Table 19 B)
URBAN	SUBURBAN
0% - 1	0% - 1
5% - 1	5% - 1
7% - 1	40% - in art 80% in music
20% - 1	80% - in art - 1
30% - 3	(A program in Commercial
50% - 1	Advertising and Design
60% - 1	has just been started. A
80% - 1	program in Commercial Art
NO RESPONSE - 8	will begin in the fall
	1979) - 1
	NO RESPONSE - 1

Table 20 presents figures regarding community colleges with career/occupational goals.

TABLE 20

COMMUNITY COLLEGES WITH CAREER/OCCUPATIONAL GOALS

QUESTION: Does your arts program have a career/occupational goal?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	7	29%	3	50%	10	33%
NO	7	29%	1	17%	8	27%
NO RESPONSE	10	42%	2	33%	12	40%
TOTAL	24	100%	6	100%	30	100%

The colleges that explained cited the following about their career/occupational goal:

A. Yes, preparation for employment
B. Employment upon completion in major area, also open ended to allow further studies.
C. Art - Placement of students in commercial design and advertising positions
   Music - Placement of students in performing, arranging, composing or retail merchandising positions
D. Development of commercial art
E. Training in skills in commercial art to allow students to be effective on the job.
F. Entry level in commercial art field
G. Entry level proficiency in advertising layout, paste-up, illustration and general commercial art
H. In working stages in the areas of music (jazz - pop) and theatre (transfer to professional/semi professional or regional art schools

Table 21 presents the community college with instructional units in the arts with designed developmental programs for non-traditional students. Non-traditional students were defined as students who were talented but who lacked training in the arts.

TABLE 21

COMMUNITY COLLEGES WITH DESIGNED DEVELOPMENTAL PROGRAMS IN THE ARTS

QUESTION: Have any of your instructional units in the arts designed developmental programs for non-traditional arts students?	RESPONSE URBAN NO.	%	FREQUENCY SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	6	25%	2	33%	8	27%
NO	15	62%	4	67%	19	63%
NO RESPONSE	3	13%	0	0%	3	10%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: NO. We don't have developmental programs but we teach our entry courses like developmental courses.

Surveys that elaborated on the subject stated the following:

A. Many of our courses are actually this type
B. Two of our courses are for music majors not prepared for theory
C. A designed course in drawing with a very fundamental approach for non-majors
D. Starting with the basics, assuming limited experiences
E. Yes, Music 100 - Introductory developmental course for students without formal education in music
F. We have a General Studies program for all students with academic deficiencies
G. The college offers basic introductory courses for students interested in the arts but lacking in training

The following are the responses to the question "what is the most common complaint from instructors about the students in their courses":

ART INSTRUCTORS:

A. limited art (skills) experiences of incoming freshman (from secondary schools)
B. lack of skills (basic)
C. lack of commitment
D. jobs prevent full commitment
E. students expect art to be easy
F. retension of students from one semester to next
G. students do not understand dedication and work
H. too great of an expectation
I. students lack reading and writing skills
J. lack of previous experience

MUSIC INSTRUCTORS:

A. lack of dedication or commitment (attendance, practicing)
B. lack of basic educational skills
C. lack of previous training
D. jobs prevent full commitment, poorly prepared in high schools
E. lack necessary prereguisites, students have different learning styles - contextural rather than analytical
F. requirements over and above course work
G. students lack reading and writing skills, lack experience

DANCE INSTRUCTORS:

A. jobs prevent full commitment

B. expectations
C. lack of experience

THEATRE INSTRUCTORS:

A. lack of required courses to enter theatre arts
B. lack of theatre experience
C. lack of motivation
D. too much time requested to take courses and participate in performance

OTHER ARTS INSTRUCTORS:

A. lack of commitment

TABLE 22

FACULTY ATTENDANCE AT CONVENTIONS WHERE COMMUNITY COLLEGE ARTS PROBLEMS ARE DISCUSSED

QUESTION: Have you or any of your faculty attended a professional meeting where community college problems pertaining to learning in the arts were discussed?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	11	46%	4	67%	15	50%
NO	9	37%	2	33%	11	37%
NO RESPONSE	4	17%	0	0%	4	13%
TOTAL	24	100%	6	100%	30	100%

The community colleges that responded "yes" indicated the following places and organizations:

A. Bunker Hill Community College Conference on the Arts 1978 (spring), designed by Bunker Hill Community College faculty
B. Missouri Art Educators Association
C. AAJC
D. TMEA, TASA and TJCTA

E. A number of sessions dealing with problems related to teaching music in the community college
F. Workshop on Humanities in Tech./Acc. Program Eastfield College, Fall 1978
G. Washington State Conference of Music Educators
H. Several
I. College Arts Association
J. Articulation Conference at Jersey City State
K. U/W Community College Conference
L. AETA, SCA, AEA
M. Florida Art Ed. Assn., Dade County Art Ed. Assn.
N. Art Ed. Assn. San Francisco

Cuyahoga Community College Metropolitan Response: MENC in Chicago

Table 23 presents figures on Community colleges that know of other community colleges which have designed developmental programs in the arts.

TABLE 23

KNOWN COMMUNITY COLLEGES WITH DEVELOPMENTAL PROGRAMS IN THE ARTS

QUESTION: Do you know of a community college that has deisgned a developmental program in the arts?	RESPONSE FREQUENCY URBAN NO.	%	SUBURBAN NO.	%	PERCENTAGE TOTAL NO.	%
YES	1	4%	0	0%	1	3%
NO	22	92%	6	100%	28	94%
NO RESPONSE	1	4%	0	0%	1	3%
TOTAL	24	100%	6	100%	30	100%

Cuyahoga Community College Metropolitan Response: NO

To the final questions, "as we enter the 1980's, what do you consider the most important problem facing the arts on urban community college campuses", the following statements are unedited:

A. must be willing to change to fit into modern rapid times
B. high budgeting needs coupled with low enrollment
   - establishment of occupational arts programs
   - within existing traditional programs
   - instructional design for multiple teaching modes
   - specialized programs for an everchanging population

C. support of the arts by the community and development
D. lack of proper funds to enhance the laboratory learning - learning experiences
E. survival (listed by two community colleges)
F. increasing budgeting pressures which might prevent growth and development because art instructional units tend to be high cost, relatively low enrollment programs
G. increased emphasis on vocational/technical programs to the exclusion of the arts
H. remaining a viable arts institution in the face of increasing emphasis on Tech. Acc. Ed.
I. increasing emphasis on "excessive practicality" in education
J. getting enough money to operate the programs
K. student and community interest and commitment by the central administration
L. finance and facilities
M. adequately preparing students for the job market of today and/or four-year institutions
N. maintaining an adequate level of funding during a decade of decline
O. the poor academic preparation of students
P. lack of career-oriented programs/revamping of traditional transfer/oriented programs
Q. preparing students for gainful employment
R. more support for the college bound and the state legislature which is the funding agency
S. continued support
T. financial support, college involvement (includes administration and faculty as well as students help!) Theatre arts and dance at the moment are defunct; music and art are struggling
U. funding (understanding by tax payers and legislators of the place of the arts)
V. maintaining enrollments in the few classes we now offer.

Cuyahoga Community College Metropolitan Response:

A. at Metropolitan Campus, we need smaller classes so that we can give more individual help to students
B. we need a full-time instructor for our piano classes (to improve the organization of the Elem. Class Piano)
C. additional funds are needed to add a listening lab for music students and additional classroom space for art students
D. if we are to offer an Associate Degree in the arts, a Certificate program, or a career program, the entrance requirements would have to be improved; additional funds would be needed to add more faculty to teach required courses

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The arts in recent years have sought new ways to make themselves better felt in society. The establishment of the National Endowment for the Arts, the National Endowment for the Humanities, state organizations, such as the Ohio State Arts Council, and local organizations, such as the Cleveland Area Arts Council, has enabled the arts community to go further than the creative process. Arts people in education, business, administration and marketing of the arts have moved closer to better controlling their product.

Metropolitan Campus of Cuyahoga Community College has a history of demonstrating its support for the arts. After a successful decade followed by enrollment declines and other problems that other urban campuses experienced, Metropolitan, through the efforts of Dr. Nolen M. Ellison and Dr. W. J. Burns, agreed to take action on the urban arts problem on their campus. A special assistant to the Metropolitan Campus President for Performing Arts was hired mainly to investigate the campus arts and to produce a plan of master plan quality. In order to produce such a document, the strategy designed by the Special Assistant was two-fold: 1) to collect, organize and present data on the Metropolitan Campus Performing Arts: 2) to document the state of the arts on other community college campuses.

The Metropolitan Campus Performing Arts Report: A Historical Profile and Recommendations for the Future was completed September, 1979.

The National Community College Urban Arts Survey went into operation in December, 1978, when a six-page questionnaire was sent to 40 urban community colleges throughout the nation. Of the forty, 21 or 52.5% responded. In addition, three of the community colleges made survey copies and sent them to their neighboring campuses within their district. With their returns, the total increased to 30 or 61.2% (30 out of 49). Table 1 presents the 21 participating colleges from the original list and the additional nine that entered later. Six of the nine returns were suburban campuses; however, their questionnaires were not thrown out but tallied and presented separately and collectively as a total of both urban and suburban campus statistics. Metropolitan Campus Performing Arts responses were presented after the data from the 30 colleges had been presented.

Table 2 presents the classification of the participating community colleges: 24 were urban and six were suburban. Table 3 presents demographic trends. Table 4 lists the arts that were the most popular and the frequency in which they occurred as instructional units within the community college structure. Table 5 presents the statistics on community

college associate degrees in the arts. Table 6 presents statistics on community colleges and their instructional units with developed certification programs in the arts. Table 7 presents the state of arts curriculum descriptions as they appear in annual college catalogs in the last seven years. Table 8 presents community colleges with an arts curriculum designed mainly for four-year institutions. Table 9 presents college credit acceptance by state institutions. Table 10 presents subject areas and degrees held by full-time arts faculty. Table 11 presents a rating of faculty effectiveness in teaching arts courses. Table 12 presents figures on community colleges with written master plans for the arts. Table 13 presents figures on community colleges with written performance objectives in the arts. Table 14 and 15 describe freshman and sophomore student preparation and maturity in the arts. Table 16 presents figures on community college credit and non-credit courses in the arts who have collaborated with community agencies. Table 17 presents estimates on community college students who later enroll in four-year institutions. Table 18 presents figures on community colleges with career/occupational arts programs. Table 19 A & B present percentages of arts students in career/occupational programs. Table 20 presents figures on community collegs with career/occupation goals. Table 21 presents community colleges with designed developmental programs in the arts. Table 22 presents figures on faculty attending conventions where community college arts problems were discussed. Finally, Table 23 presents figures on known community colleges with developmental programs in the arts.

CONCLUSIONS

To draw firm conclusions on urban arts on community college campuses is impossible with only 30 responses to the selected questions in the survey. However, the data obtained merits some remarks that can begin to move the arts in a more positive position on urban community college campuses. Some concluding remarks to consider:

1. There are problems in the arts on urban community college campuses that are unique.
2. There are possibilities in the development of a curriculum that prepares non-traditional students to either; A) transfer to four-year institutions B) participate in career/occupational programs; or C) participate in certification programs; thereby solidifying the urban community college's role in American education and also playing a more important role in American society.
3. There is a need for developmental educational programs in the arts.
4. There is a need for arts faculty to document the needs of arts education.
5. There is much room for expansion and development in the arts even during the "age of decline".

RECOMMENDATIONS

The establishment of strong urban arts programs on urban community college campuses will require a commitment to action and teamwork from the administration, staff, and faculty. It is therefore recommended that:

1. The findings of this report be presented in a highly-visible community college journal.
2. An Urban Arts Symposium, inviting the 30 participating community colleges and others to Cuyahoga Community College Metropolitan Campus, to be organized during the 1979-80 academic year and presented the following year - the purpose being to follow-up on the findings of this report.
3. To collect important arts activities on community college campus and then design a document that will aid the arts to better their academic and societal strategies of the 1980's.

APPENDICES

I. Cover Letter to College Presidents

II. Cuyahoga Community College Metropolitan Campus Urban Arts Survey

III. Second Letter

APPENDIX I

Cuyahoga Community College

Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
216/241-5966

Office of the Campus President

December 26, 1978

Dear President:

As the new Assistant to the Metropolitan Campus President for the Performing Arts, it is my responsibility to develop an arts program plan which describes the methods to be used in strengthening all instructional and performing arts programs in the Campus and which describes the types of close associations which could be created with other organizations in the community.

In most cases, the arts must struggle to maintain a place in the curriculum and recently, some arts programs in urban institutions have dwindled to bare existence or have totally succumbed.

It is my intention to document the state of the arts on urban community college campuses. I would appreciate it if you would forward this cover letter and survey (along with your note of encouragement) to the person most able to respond. Once the surveys have been returned and tabulated a copy of the results will be sent to your institution.

Thank you very much!

Sincerely,

Reginald T. Buckner
Special Assistant to the Campus President
for the Performing Arts

RTD:cd

Enclosure: Urban Community College Arts Survey

Cuyahoga Community College is an Affirmative Action/Equal Opportunity Employer

APPENDIX II

CUYAHOGA COMMUNITY COLLEGE

METROPOLITAN CAMPUS

URBAN COMMUNITY COLLEGE ARTS SURVEY

Instructions: This survey consists of 25 questions pertaining to the arts on urban community college campuses. The questions are directed mainly towards students, curriculum and faculty. Please check the appropriate answers or write your response in the space provided.

---

1. What locale classification is your community college?

   a. suburban ☐

   b. urban ☐

   c. other _____

2. What are enrollment figures for the following?

	College	Total Arts Courses
77-78 -	_____	_____
76-77 -	_____	_____
75-76 -	_____	_____
74-75 -	_____	_____
73-74 -	_____	_____
72-73 -	_____	_____
71-72 -	_____	_____
70-71 -	_____	_____

3. From which area of the city does your campus draw the most students?

   a. inner city ☐

   b. outer fringes of the city ☐

   c. suburbs ☐

   d. other _____

4. Identify the arts instructional units at your college. _____

   _____

   _____

5. Does your community college offer an associate degree in the arts (i.e. in music, art, theatre art, etc.)? Yes_____, No_____. If so, what is the degree?_____

6. Have any of your instructional units in the arts developed certification programs? Yes_____, No_____. If so, please identify_____

_____

_____

7. How would you best describe the arts curriculum for the last seven years as it has appeared in the course descriptions in the annual catalog?

   a. has remained the same ☐
   b. has made few changes ☐
   c. has made many changes ☐
   d. _____

8. Is your curriculum geared mainly for the students who will further their study in the arts at a four-year institution? Yes_____, No_____.

   a. How are your credits accepted by your state for your institution?

      1. All credits are accepted ☐
      2. Most credits are accepted ☐
      3. Half of the credits are accepted ☐
      4. _____

9. If the arts curriculum is too difficult for your students, what generally are the main problems? _____

_____

10. How many full-time faculty were employed for the 1977-78 academic year? _____ Part-time faculty? _____.

a. Please list the degrees for each full-time faculty below:

	Major	Bachel	Master	Doctorate
Exp.	Art		X	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

11. How would you describe the faculty effectiveness in teaching the students enrolled in your arts courses?

a. outstanding ☐

b. very good ☐

c. good ☐

d. poor ☐

e. very poor ☐

f. _____

12. Has your arts instructional unit written a master plan (for the arts)? Yes_____, No_____. If so, how many years does the plan project? _____. (If published please send a copy)

13. Have your arts instructional units written performance objectives describing student outcomes for each course? Yes_____, No_____. If so, are they available in one booklet source?_____

-over-

14. How would you best describe your entering freshman student in your arts courses?

a. very well prepared ☐
b. adequately prepared ☐
c. some deficiencies ☐
d. serious deficiencies ☐
e. _____

15. How would you describe your sophomore students?

a. same as above (question #14) ☐
b. mature slightly ☐
c. mature greatly ☐
d. _____

16. Have your arts institutional units ever collaborated with community agencies in:

a. Non-credit courses Yes_____, No_____
b. Credit courses Yes_____, No_____

17. a. List the non-credit and credit courses._____

_____

b. List the names or types of community agencies._____

_____

18. What percentage of your arts students go on to a four-year institution?

0 - 10%	☐	40 - 50%	☐
10 - 20%	☐	50 - 60%	☐
20 - 30%	☐	over 60%	☐
30 - 40%	☐	_____	☐

19. Do you have a career/occupational arts program? Yes_____, No_____.

20. What percent of your arts students are in career/occupational programs?

_____

21. Does the arts program have a career/occupational goal? If so, please state. _____

_____

22. Have any of your instructional units in the arts designed developmental programs for non-traditional (talented but lacking in training) arts students? Yes_____, No_____. If so, explain._____

_____

What is the most common complaint from the following instructors about the students in their courses?

a. Art instructor_____

_____

b. Music instructor_____

_____

c. Dance instructor_____

_____

d. Theatre Art instructor_____

_____

E. Other Arts instructors_____

_____

24. Have you or any of your faculty, attended a professional meeting where community college problems pertaining to learning in the arts were

discussed? Yes_____, No_____. Please identify the conference_____

_____.

25. Do you know of a community college that has designed a developmental program in the arts? Yes_____, No_____. Please identify._____

_____

a. As we enter the 1980s, what do you consider the most important problem facing the arts on urban community college campuses.____

_____

_____

COMMENTS:

Cuyahoga Community College

Metropolitan Campus
2900 Community College Avenue
Cleveland, Ohio 44115
216/241-5966

Office of the Campus President

April 30, 1979

If you will recall, you received a copy of the Cuyhaoga Community College Arts Survey a few months ago. An additional letter was sent in March to encourage your college to particpate in our survey.

Although the letter mentioned a March 16th deadline, I have decided to extend thedeadline to May 11.

Please encourage your contact person to return the survey.

Thank you very much for your cooperation!

Sincerly,

Reginald T. Buckner, Ph.D.
Special Assistant to the Campus President
for Performing Arts

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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MAR 6 1981